

trained by expert reading and math specialists in diagnostic/prescriptive teaching in order to prepare for the specifics of the anticipated population. Each set of curriculum materials will be the subject of inservice training. Teachers will receive training in data analysis, as well as, techniques and processes for linking the regular school instruction to the supplemental services instruction.

Ongoing support of teachers will be provided by reading and math specialists/consultants, monitoring and managerial staff and participation in appropriate workshops and conferences. The staff development support will be guided by the findings of the research by the Literacy First Comprehensive Reform Process (2001) and be based on the following principles:

- A. Content is determined by assessment of teachers' strengths and deficits in relation to the teaching process and the curricula.
- B. There is a comprehensive multi-year staff development plan established.
- C. All content presented includes supporting research and rationale for use.
- D. Implementation of content presented is supported and monitored by leadership teams.
- E. Each staff development session is evaluated by the participants.

*3. Provide evidence of the program's effectiveness in increasing student achievement.*

S.L.S. will use the Diagnostic/Prescriptive Model, recognized widely as being highly effective, to increase student achievement. All children can learn if given resources, motivation and opportunity. However, not all children learn in the same way. Teachers must adjust to individual differences by being diagnostic and prescriptive in determining appropriate educational activities. This method has been validated and proven effective for years. Curriculum units will be designed which support the needs and interests of the students and reflect their unique characteristics and diverse learning styles. The program will offer activities which promote active, engaged learning and reflective thinking. The effectiveness of the K-3 overarching curriculum has been documented by the Learning Systems Institute at Florida State University. The report indicates that the program is aligned with scientific research that supports best practices in pedagogy, instructional design, and instructional techniques. The report also explains how the program is designed to help struggling students succeed. S.L.S.'s overarching curriculum for grades 4-12, was used very successfully at a Detroit Public Schools Alternative High School in the early- mid 90's. Because *the system being used* is based on mastery learning and continued feedback and progression, the students always knew how they were doing and what they needed to do in order to move on to the next level. A sense of accomplishment spurred the students on to new heights. This increased achievement was documented by improved reading and math scores on the MEAP during those years. Students who took part in that program became highly motivated and attendance was improved after its implementation. The program

continues to be used effectively in Colorado and is recognized by the Colorado Department of Education as an effective intervention program.

4. *Describe evaluation, monitoring for effectiveness and communication process.*

a. *Describe how the program will be monitored for effectiveness.*

The program's oversight is the responsibility of the Project Director. The monitoring for S.L.S. will be conducted by the program managers and the curriculum specialists. The managers will make daily visits to their sites to monitor the operations of the center, the student instructional plans, and the teachers' implementation of the curriculum design. The curriculum specialists will monitor the appropriateness of the curriculum materials and make new recommendations if students' needs warrant such. Bi-weekly meetings of the monitoring team with the Project Director will take place to assess the status of the program and its effectiveness. Monthly meetings of staff, including the tutors will be held for the same purpose.

*Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.*

In Preventing Reading Difficulties in Young Children (1998), the National Research Council states that classroom teachers need to assess students on a regular basis to ensure they are teaching to improve the student's skill deficits and to verify that students are accomplishing curricular objectives. The same is true for mathematics. To this end, while the Kaufman Test of Educational Achievement will be the standardized test used, a number of other measures and techniques will be used as well. For example:

S.L.S. Assessment Techniques		
Technique	Purpose	Comments
Observation or "kid watching"	Watch students' performance in authentic learning situations.	An essential procedure for good assessment and evaluation.
Checklists	Guide observations.	May be used to guide observations in many areas related to literacy learning.
Records of independent reading and writing	Keep track of independent reading and writing.	Should be used at all levels; gives insights about students' attitudes and habits.
Retellings	Assess meaning construction.	One of the best procedures to assess construction of meaning.
Prereading plan (PREP)	Assess prior knowledge.	Helps plan type of support students need.
Responses to literature	Assess meaning construction,	Shows how students use what they